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ABSTRACT

Focusing on self awareness (social self), this unit entitled "Friendship" is one of four grade one units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies one career development-centered curriculum (CDCC) element (realistic self-concept formulation), one unit goal (understanding the relationship between one's own world and the world of others) and one career-development theme (relationship of social and educational forces to one's individual development), and four performance objectives (e.g., actively participate as a group member, verbalize how you may have made another person happy). Also included in Section I are evaluation procedures (evaluation tabulation forms) for the unit. Section II describes teaching strategies for four unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include being sensitive to the feelings of others, working in a group, and making friends. Section III contains one reference sheet, and section IV contains four activity sheets for students' use. (CT)

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Suggested for
Grade 1

ED169252

FRIENDSHIP

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the
Elementary Classroom

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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

FRIENDSHIP

Grade 1

(Second Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

Developed by:
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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

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Coloma Community Schools

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communicatior
	THE FOOD STORE	Occupation Clusters: Business & Sales

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	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

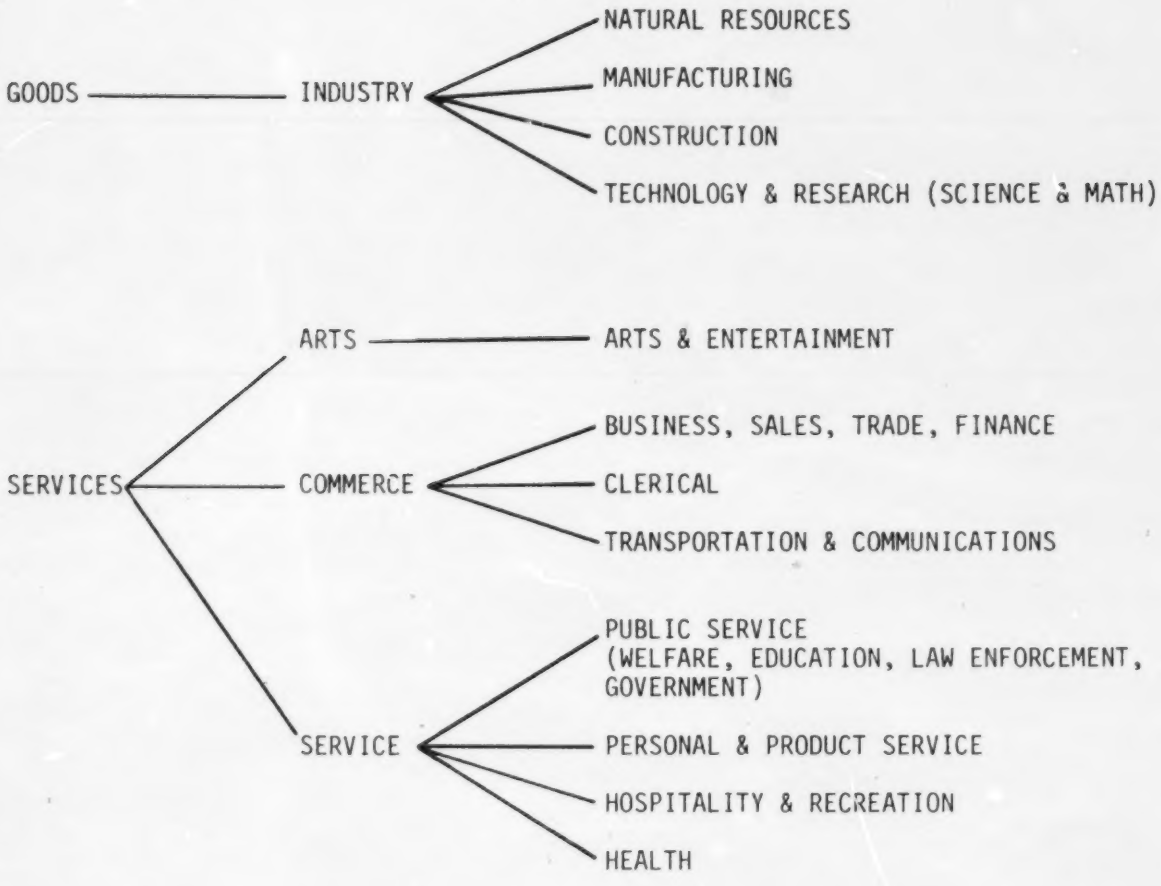
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other personal resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

"Friendship"
1st Grade

Unit Rationale

This unit's primary intent is to help the students become more aware of the effect of their actions upon others and of how they can become more social.

Teacher Information

This unit is designed to be taught over a four (4) week period.

Teacher Preparation

1. Study the unit carefully.
2. Obtain the necessary materials and equipment. (See the Resources and Materials' columns in each capsule.)
3. Make copies of the activity sheets you plan to use.
4. Do not try to teach all the activities in this unit. Choose from the activities suggested, or choose those of your own design to help meet the needs of the students.
5. Choose from these optional books and materials:

Duso Kit I, American Guidance Service, Inc.
Dimensions of Personality, Pflaum/Standard
McKnight Elementary Career Program, Bloomington, IL
Let's Be Enemies, Maurice Sendak and Hale Cadmus
The Secret Place and Other Poems, Dorothy Aldis
The Hating Book, Charlotte Zolotow
No Fighting, No Biting, Else Holmelund Minarik
Trickster Tales, I. G. Edmonds
The Stone Stew, page 113
The New Friend, Charlotte Zolotow
A Tiger Called Thomas, Charlotte Zolotow
Over and Over, Charlotte Zolotow
The Jack Tales, Richard Chase (little over 1st grade)
Fairy Tales and Fables, edited by Eve Morel
When I Grow Up, Lois Lenski
Who Will Be My Friends, Sid Hoff
Did You Carry the Flag Today, Charlie (better 2nd grade)
I Am Better Than You, Robert Lopshire
The Happy Day, Ruth Krauss
Michael the Little Man, Christel Sussman (better kindergarten)
Just One Me, Aileen Brothers

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"Friendship"
1st Grade

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Friendship"
1st Grade

Element #III - Realistic Self-Concept Formulation

Theme 3.2 - The student will understand the relationship of social and educational forces to his/her individual development.

Unit Goal - The student will begin to understand the relationship between his/her own world and the world of others.

Unit P.O. #1 - The student will verbalize how he/she may have hurt another person's feelings.

Unit P.O. #2 - The student will verbalize how he/she may have made another person happy.

Unit P.O. #3 - The student will actively participate as a group member.

Unit P.O. #4 - The student will demonstrate ways to be friendly; i.e., through role-playing or through actual behavior.

Evaluation Procedure
"Friendship"
1st Grade

1. Review the elements, themes, goals, and performance objectives before beginning the unit.

2. Observe that there are no pre-tests for this unit.

3. Make copies of Evaluation Tabulation Forms A and B.

4. List the students' names in the spaces provided.

5. Use Evaluation Tabulation Form B, and refer to the appropriate column for each capsule and activity. Place a check (✓) in the space provided if the students demonstrated the desired behavior as stated in each performance objective.

   A. Ask the students to think of someway they may have hurt someone else's feelings. Give a personal example of hurting someone's feelings, or use puppets to give students a vehicle for verbalization of P.O. #1. (See Capsule #1) Use a positive approach. Explain that those who know when they have hurt another person's feelings will try harder to keep from hurting someone again. Place a check (✓) in column #1 after the names of those students who exhibited the desired behavior.

   B. Refer to Capsule #3. Let the students tell how they may have made another person happy, and place a check (✓) after their names in column #3.

   C. Observe the students as they work or play in small groups. (See Capsule #3) Encourage them to participate in a positive manner. Place a check (✓) in column #2 after the names of those students who exhibited the desired behavior.

   D. Refer to Capsule #4 for suggested activities. Place a check (✓) after the names of those students who demonstrated being friendly.

6. Tally the columns at the bottom of Evaluation Tabulation Form B.

7. Use Evaluation Tabulation Form A to record the number of students who met the criteria as stated in each performance objective.

8. File Evaluation Tabulation Forms A and B in the building office.

Evaluation Tabulation Form A

Unit Name "Friendship" Teacher _____

Building _____ Grade 1st

Performance Objective	Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - None						
Post - P.O. #1 Could identify when he/she may have hurt someone else's feelings.	Ev. Tab. Form B, column #1	1	1			
Pre - None						
Post - P.O. #2 Could identify how he/she made someone else happy.	Ev. Tab. Form B, column #2	1	1			
Pre - None						
Post - P.O. #3 Took an active part in a group activity.	Ev. Tab. Form B, column #3	1	1			
Pre - None						
Post - P.O. #4 Demonstrated being friendly.	Ev. Tab. Form B, column #4	1	1			

Date Returned to Principal _____

Evaluation Tabulation Form B

Unit Name "Friendship" Teacher _____

Building _____ Grade 1st

1. Refer to the appropriate column for each capsule and activity.
2. Place a check (✓) in the correct column if the students demonstrated the stated behavior. Note that it is not necessary to check all students for a particular objective at the same time. Check individual students during play period, during story time, during a work period, etc.
3. Total the columns at the bottom.
4. Transfer this information to the appropriate columns on Evaluation Tabulation Form A.

P.O. # Names	Could identify when he/she may have hurt some else's feelings 1	Could identify how he/she made someone else happy 2	Took active part in group activity at least once 3	Demonstrated being friendly 4
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				

Evaluation Tabulation Form B
(Continued)

P.O. # Names	Could identify when he/she may have hurt someone else's feelings 1	Could identify how he/she made someone else happy 2	Took active part in group activity at least once 3	Demonstrated being friendl 4
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
Total				

I. Introduce three (3) basic thoughts about friendship: 1) say that a good way to make friends is to consider the feelings of others; 2) emphasize that friends will help each other; and 3) stress that everyone needs friends.

A. Read books about friends such as Friends, Phoebe and Iris Dunn, or A Friend Is Someone Who Likes You, Joan W. Anglund. Discuss or role-play these books.

B. Ask the students to draw pictures of friends together. (Make pictures on paper hearts and add captions to the pictures.)

C. Place these pictures on a bulletin board or in some other conspicuous place.

II. Use puppets to help the students respond. Make your own, or use puppets like those in a kit such as Duso Kit I.

A. Play a record about friends or introduce Duso by playing "Hey, Duso, Come on Out."

B. Introduce your puppet by reading a story or by playing a tape such as the one in Duso Book #1, S-33-37.

III. Review the basic thoughts about friendship.

A. Discuss again the three (3) thoughts:

1. Say that a good way to make friends is to consider the feelings of others.

2. Emphasize that friends will help each other.

3. Stress that everyone needs friends.

B. Distribute Activity Sheet #1.

1. Ask the students to look at the pictures and to circle those which show people being friendly to others.

2. Discuss with the class which pictures do not show friendship and why.

Resources and Materials	Notes
I. A. Books: Friends, Phoebe and Iris Dunn A Friend Is Someone Who Likes You, Joan W. Anglund I Wonder If Herbie Is Home Yet, Kantrowitz The Ugle Duckling, film and book II. Duso Kit I, American Guidance Service, Inc., Circle Pines, MN 55041 A. Record or cassette player B. Duso puppet, cassette, Duso Book #1 III. B. Activity Sheet #1	

C. Make a "friendship" chart or bulletin board.

1. Write sentences that tell about friendship ("Help others", "Be friendly", "Try to understand others", and "Think of others"), or use simple words ("Help", "Understand", "Think", "You", "Me", and "Friends").

2. Allow the students to cut out pictures of people being friendly, and add those pictures to the board.

3. Let them draw pictures of people working or playing together. Display the students' pictures.

4. Have them bring photographs of themselves and their friends playing together. Display these photographs on the board.

IV. Choose from these optional related activities.

A. Build a cardboard "friendship house."

B. Purchase a cardboard house from a toy store.

1. Let the students be friendly by choosing someone with whom them may share the house.

2. Let them read, play, or visit with their chosen friend in the house.

Resources and Materials	Notes
IV. A. Materials to build a cardboard "friendship house" B. J.C. Penny's cardboard house is adequate	

Capsule #2
Being Sensitive To the Feelings of Others

I. Introduce the concept of thinking about how others feel. Use a story like The Quarreling Book, Charlotte Zolotow; a filmstrip; or the Duso Kit I, cassette #1, side A, and Book #1, S-47-50, "Peeper."

A. Present a story lesson such as "Peeper" (either orally or with a cassette). Use a puppet during the presentation. Have the students sit in an informal semi-circle or group.

B. Guide the students to tell personal incidents of being unkind. Give some personal examples of your own.

C. Allow the students to act out a story such as "Peeper."

II. Aid the students to consider the feelings of others.

A. Make a chart with four (4) faces and a pointer. (See Reference Sheet #1)

1. Let the students take turns pointing to the face that shows how they would feel in answer to a given question. Ask the students to draw their own faces, or make copies of Reference Sheet #1, and give one to each student.

2. Use questions like the following:

a. Say, "How does it make you feel when others ask you to play with them?"

b. Ask, "How does it make you feel if you aren't asked to join in a game?"

c. Suggest, "How does it make you feel when others make fun of you?"

d. Say, "How does it make you feel when you ask others to play with you and they say 'yes'?"

e. Ask, "How does it make you feel when you laugh and make fun of someone?"

f. Ask, "How does it make you feel when you leave someone out of a game?" "When you are left out of a game?"

Resources and Materials	Notes
I. Duso Kit I, cassette #1, side A, Book #1, Duso puppet. Book: The Quarreling Book, Charlotte Zolotow	
II.	
A. Reference Sheet #1	

g. Say, "How do you feel when someone takes your toys?"

h. Ask, "How does it make you feel when others say they like you?"

i. Say, "How does it make you feel when you can teach someone a new game?"

j. Suggest, "How does it make you feel when others share with you?"

k. Say, "How does it make you feel when you help a crying friend?"

l. Ask, "How does it make you feel when everyone around you seems happy?" "When everyone around you seems sad?"

m. Ask, "How does it make you feel when you think about your friends?"

B. Allow the students to discuss times when they might have hurt someone else's feelings. Let them tell how people do things that make others feel bad. (Use the puppets and/or role-play several incidents. Take these incidents from the students' experiences, book plots, or teacher initiated situations. Record the students' responses on Evaluation Tabulation Form B.)

C. Read additional stories to emphasize considering others.

III. Stress the importance of considering one's friends.

A. Review the points on how to be a friend with the students.

1. Point out that the students have just worked on considering the feelings of others.

2. Review the importance of not picking on others.

B. Distribute Activity Sheet #2.

1. Ask the students to circle the pictures that show someone who is thinking about the feelings of others.

2. Discuss all the pictures after the students complete the sheet.

3. Have the students draw themselves thinking of others' feelings.

4. Let the students tell how they have made someone else happy. Record their responses on Evaluation Tabulation Form B.

Resources and Materials	Notes
B. puppets Evaluation Tabulation Form B	
C. Books: Friends, Dunn The Hating Book, Zolotow Let's Be Enemies, Udry	
III.	
B. Activity Sheet #2	

Capsule #3
Working In A Group

I. Introduce the concept of working in a group. Use a filmstrip or story like Swimmy, Leo Lionni, or use the Dusco Kit I, cassette #2, side A, and Book #1, S-56-60, "Captain Blooper's Pirates."

A. Discuss the following questions:

1. Ask, "What is a group?"

2. Say, "How can working together help people?"

B. Play a record about working together such as the chorus of the "Ballad of Captain Blooper."

II. Show how working in a group is important.

A. Divide the class into random groups of four. Break up any cliques.

B. Give each group a large sheet of paper. Remind the students that they will be doing some activities with this group.

C. Ask the students to trace their hands onto their group's paper. Have them write their names on it. (Let them learn that groups help.)

D. Display these sheets around the room. Label them "My Activity Group" or some such name.

III. Keep the students in their groups, and hand out Activity Sheet #3. Give one copy to each group, or give copies to everyone, and assign each child a certain part to color. Use an assembly line idea so that each child has a finished group project for himself/herself.

A. Ask the students to take turns coloring (designate by shape) on the activity sheet.

B. Choose the assembly line procedure with four (4) sheets, or let the students take turns and wait for one (1) sheet.

C. Remind the students that a group works together and that each student gets a turn.

D. Show each group's picture, and discuss how it feels to work in a group.

Resources and Materials	Notes
I. Book: Swimmy, Lionni Duso Kit I, cassette #2, Book #1 B. Record: "Ballad of Captain Blooper" II. B. Large sheets of paper for groups of four (4) Crayons III. Activity Sheet #3	

IV. Choose one of these small group activities for the students.

A. Have them make a mural or collage of people working together.

B. Let them form an assembly line to make marshmallow people or animals. Use marshmallows, toothpicks, raisins, or gum drops.

C. Let them make one paper mache figure for each group.

D. Have their assembly line make place mats.

1. Have them make plates, forks, knives, and spoons; and glue them onto a piece of construction paper.

2. Let them use clear contact paper and cut it to fit the piece of construction paper.

3. Let them cover the place mat with the clear contact.

V. Show that each person must do his/her part in group work.

A. Explain why doing one's part is very important in a group situation.

1. Discuss jobs where people must work together; i.e., ball teams, plane crews, fire departments, etc.

2. List games, as the students think of them, that need groups of children working together; i.e., jumping rope, teeter-tottering, kick-ball, duck-duck-goose, etc.

3. Take the children to the gym for this activity if possible.

a. Divide the students into their groups of four (4).

b. Give each group one (1) target or can.

c. Explain the game by reminding them that they must work together. Give each group a ball (fairly large in size). Place the target on the floor and stand one student on each side of it. Have the student with the ball call the name of another student in his/her group to catch it; then have him bounce the ball and try to hit the target or can.

B. Plan a small party. Have each group do a specific job to prepare for it.

Resources and Materials	Notes
IV.	
B. Marshmallows, toothpicks, raisins, or gum drops	
D. Construction paper clear contact paper	
V.	
A.	
3.	
b. Target or can	

C. Discuss what happens when a person does not do his/her part.

1. Ask, "What would happen if the firefighter who drives the truck decided not to drive?"

2. Say, "What would happen if no one would hold the jump rope?" (Add many other instances.)

Resources and Materials	Notes

Capsule #4
Ways To Make Friends

I. Introduce ways to make friends. Review the rules discussed earlier. Discuss why everyone needs friends. Have the students tell how friends are important to them.

A. Show that sharing is important in making friends.

1. Use a filmstrip, a story, or the Duso Kit I, cassette #1, side B, Book #1, S-38, "Gordo and Molly."

2. Have the students share incidents about making friends.

3. Let the students draw pictures of things that are fun to share. Discuss their drawings.

B. Show that being nice is important in making friends.

1. Ask half of the class to pretend that they are new students, and ask the other half of the class to help the "newcomers" by being friendly or helpful half a day. (Put badges on the helpers to remind them of their roles.)

2. Ask the "newcomers" to tell how the helpers acted friendly and to mention what nice things they did. Reverse the roles on the following day, or ask the entire class to be helpers to each other (use the small groups helping other groups, blue eyes being nice to brown eyes, brown eyes being nice to blue eyes, or any other combination if the "newcomer" concept is not real enough for the group).

II. Increase the students' awareness of their part in making friends.

A. Read a story like A Tiger Called Thomas, Charlotte Zolotow, and/or use Duso Kit I, cassette #1, side A, Book #1, S-22, "Frowny Browny."

B. Emphasize that how one acts is as important in friendship as the other person's actions.

C. Use a flip face with this activity.

1. Give the students Activity Sheet #4 and a piece of construction paper. Ask them to color the hair and eyes to look like themselves. Have them glue the faces to the construction paper and cut them out. Staple the faces together leaving a space at the bottom to insert a pencil. Let the students flip these faces to show their feelings about the following friendship statements. (Place one face on the chalkboard. Flip it from happy to sad when some individuals aren't acting friendly towards others.)

Resources and Materials	Notes
I.	
A.	
1. Duso Kit I, cassette #1, Book #1, S-38	
3. Paper, crayons	
II.	
A. Book: A Tiger Called Thomas, Charlotte Zolotow Duso Kit I, cassette #1, Book #1, S-22	
C.	
1. Activity Sheet #4 Construction paper Crayons Glue Stapler and staples Pencils	

2. Use the following sample sentences in this activity: "Mary hits Bobby", "Jean gives Ann some candy", "John and Bill play catch", "Lisa and Diane ask Kathy to join them in playing a game", "Bill tells Dick to go home. Bill doesn't want to share his toys", "You are mad at your friend", "Mike and Lori pick on a smaller girl", "Three friends help an old man catch his dog", "Tim and Joy surprise their mother by cleaning up the kitchen","Two boys take a little girl's swing", "Nancy sticks her tongue out at her mother", etc. (Continue this activity if appropriate. Let the students make up sentences, too.)

III. Bring together all aspects of making friends.

A. Ask the students to bring in magazine pictures that show friendship. Let all the students put them on a large paper to make a "friendship collage."

1. Display this collage on a bulletin board.

2. Study the pictures and discuss how they depict friendship.

B. Read a story like Stone Soup, Marcia Brown, which shows people working together as friends. (Note that Stone Soup is only an example. Use any story with a similar theme.)

1. Discuss the main points of the story that show the friendship rules.

2. Have the students role-play the story.

3. Ask them to draw pictures from the story that show the friendship rules.

C. Review the meanings of the rules discussed earlier about friendship.

IV. Choose from these optional related activities.

A. Use the Duso Kit I, cassette #1, side B, Book #1, S-51, "The Outsider", to teach the students to play together.

B. Make "friendship mobiles" as an additional art project.

C. Use the "friendship house" as a culminating activity.

Resources and Materials	Notes
III. A. Magazine pictures Large paper Glue B. Book: Stone Soup, Marcia Brown 3. Pencil Paper Crayons IV. A. Duso Kit I, cassette #1, Book #1, S-51 B. Art materials C. Cardboard "friendship house" (J.C. Penny's cardboard house is adequate)	

Reference Sheet #1

Attach these faces to cardboard.

ACTIVITY SHEET #1

NAME_____

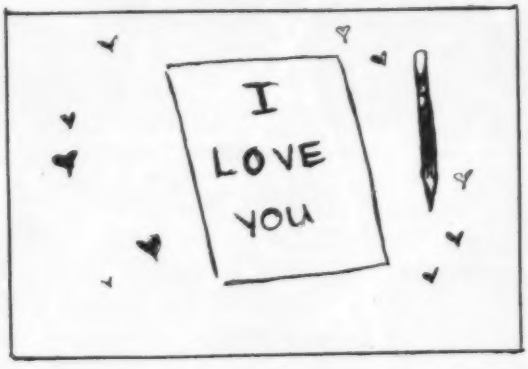
DATE_____

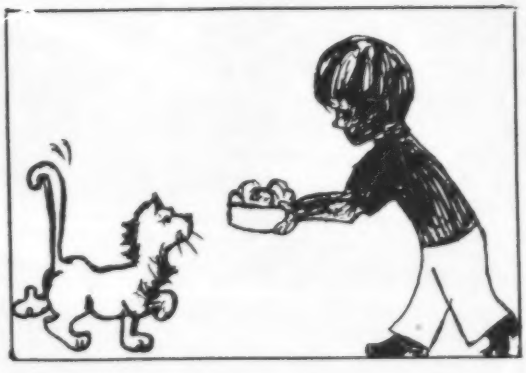
WHICH CHILDREN ARE BEING FRIENDLY?

ACTIVITY SHEET #2 NAME_____

DATE_____

WHO IS THINKING ABOUT THE FEELINGS OF OTHERS?

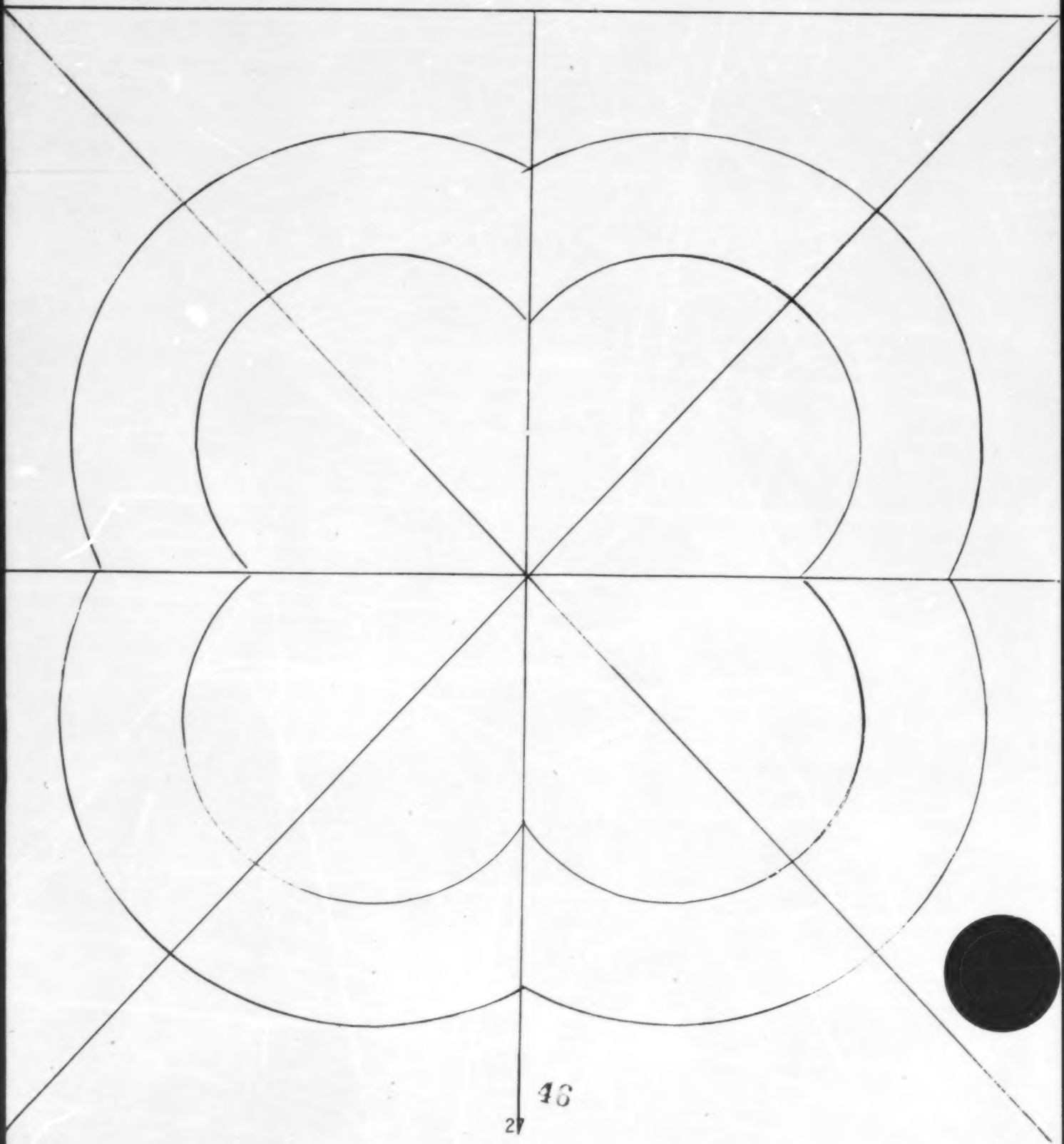




GROUP _____

DATE _____

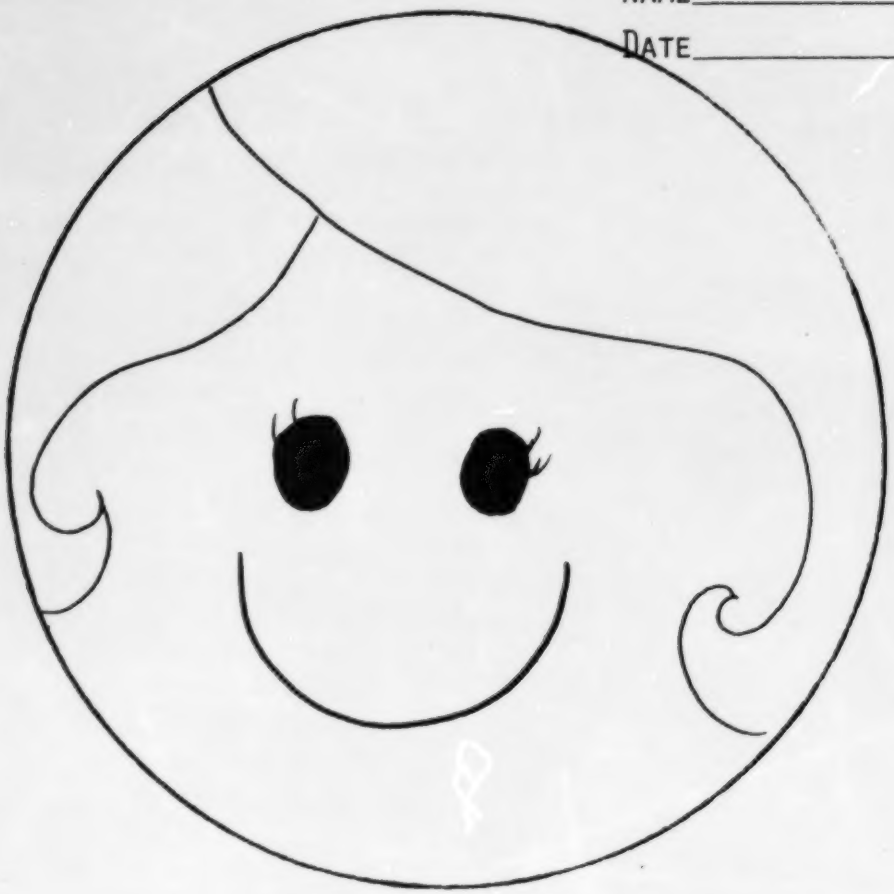
OUR GROUP WORKS TOGETHER



ACTIVITY SHEET #4

NAME_____

DATE_____



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